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ABSTRACT

Student records from Fort Sill and Chilocco Indian Schools (secondary boarding schools in the Anadarko Area of the Bureau of Indian Affairs) were examined for purposes of determining needed educational programs. Data were obtained for: all students who had completed the 1975-76 school year and were expected to return; all 1975-76 seniors who had graduated; and all other students for whom pre- and post-test data were available (172 records were reviewed for Fort Sill and 206 records were reviewed for Chilocco). The characteristics examined were: sex distribution, state of residence; family structure; type of school previously attended; and age. Fort Sill results indicated: 54.7% of the students were over age-grade level; 82.6% had problems developed at other schools, primarily non-BIA schools; 53.5% came from broken homes; and 29.7% came from tribes located outside the state of Oklahoma. Chilocco results indicated: a normal sex distribution for all but the 12th grade where only 39.7% were female; only 52.4% came from tribes in Oklahoma; 46.6% lived with both parents; 43.2% lived with 1 parent; and 10.2% lived with other than parents; 85.9% came from other than BIA schools; and 62.6% were over age-grade level. It was concluded that attitudinal, emotional, academic, familial, cultural, and environmental characteristics should be further analyzed in depth so that a total educational program might be developed to address the problems of these Indian students and that funding and facilities should be provided to help the boarding school alter the total behavior of the student. (JC)

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RESEARCH AND EVALUATION REPORT SERIES NO. 55

SURVEY OF STUDENT CHARACTERISTICS AT FORT SILL AND CHILOCCO INDIAN SCHOOLS

1976

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FORT SILL -- STUDENT CHARACTERISTICS

The purpose of this study was to gather some information concerning background characteristics of students at Fort Sill Indian School (FSIS). This study was intended to be comparable to a previous study at Riverside Indian School (see IERC Research and Evaluation Report Series No. 19.01) and another study conducted at Chilocco Indian School (unpublished at this time). All three of these reports were intended to assist the Anadarko Area in developing a total educational program for all schools within that Area.

In order to gather the material, a form was developed which, which completed, would provide information similar to that gathered at Riverside (see attached). The majority of the needed information could be obtained from the folders of each student. Therefore, the folders were inspected for all students who had completed the 1975-76 school year and were expected to return for 1976-77, all seniors who graduated during 1975-76, and all other students for whom pre- and post-test data was available in reading and/or math. Pre- and post-test data was also gathered on all students for whom it was available. Grade equivalent scores were not available, so the raw scores were recorded. In order to protect the rights and privacy of each student, a code number was assigned to each student. The list coordinating student names with code numbers was maintained by the school registrars. There were 172 folders reviewed.

RESULTS

Sex Distribution: The sex distribution at FSIS was close to what would normally be expected. At the ninth through twelfth grades, the percentages of males were 57.6%, 48.9%, 55.6%, and 55.3% respectively. The only distribution approaching a meaningful deviation was at the ninth grade level where there was a difference of 15.2% with more males than females.

TABLE I

Number and Percent of Sex Distribution of Students by Grade Level

Grade	Total Number	Males		Females	
		Number	Percentage	Number	Percentage
9	33	19	57.6	14	42.4
10	47	23	48.9	24	51.1
11	45	25	55.6	20	44.4
12	47	26	55.3	21	44.7
TOTAL:		93	54.1	79	45.9

State of Residence: The state of residence for each student was recorded and it appears that the students at FSIS primarily come from Oklahoma. The number of students from Oklahoma at the ninth through twelfth grade levels are 24, 32, 29, and 37 respectively for a total of 122 or 70.9%. These numbers, with their corresponding percentages at each grade level are listed on Table II.

TABLE II
State of Residence by Grade Level

Grade	OKLAHOMA		OTHER	
	Number	Percent	Number	Percent
9	24	72.7	9	27.3
10	32	68.1	15	31.9
11	29	64.4	16	35.6
12	37	78.7	10	21.3
TOTAL:	122	70.9	50	29.1

Family Structure: While looking at the family structure variable, it was found that except at the twelfth grade level, the majority of the students were from physically broken homes. Even at the twelfth grade level, a large portion of the students (46.8%) were from broken homes. At the ninth grade, 19 (57.6%) were not living with both parents. There were 28 (59.6%) of the tenth graders living with only one parent or with friends or relatives, and at the eleventh grade, 23 (51.1%) students were from broken homes. Table III summarizes this information by grade level.

TABLE III
Total Number of Students,
Number of Students Living With Both Parents,
One Parent, and Other Friends or Relatives by Grade Level

Grade	Total	Living With Both Parents		Living With One Parent		Living With Others	
		No.	%	No.	%	No.	%
9	33	14	42.4	15	45.4	4	12.1
10	47	19	40.4	17	36.2	11	23.4
11	45	22	48.9	14	31.1	9	20.0
12	47	25	53.2	16	34.0	6	12.8
TOTAL:	172	80	46.5	62	36.1	30	17.4

Types of Schools Previously Attended: Another variable considered in this study was the type of school attended prior to enrolling in FSIS. This information was recorded in two categories. One of which was in what type of school did the child complete grades K-8 and the other was the type of school last attended, before enrolling at FSIS. It was found that 141 (81.9%) of the students completed grades K-8 in a non-BIA school. (This category includes public, private, mission, etc., though is listed just as public in Table IV.) There were 8 (4.7%) students who completed grades K-8 in a BIA school, only, and 23 (13.4%) students who completed these grades in a combination of BIA and public schools. Also, 142 (82.6%) of all the students had been enrolled in a non-BIA school immediately prior to enrolling at Fort Sill Indian School.

TABLE IV

Types of School Attended for Completion of Grades K-8 and Type of Last School Attended Prior to Enrolling in Fort Sill Indian School

Completed Grades K-8 in a Public School Only		Completed Grades K-8 in a BIA School Only		Completed Grades K-8 in a Combination of Public & BIA Schools		Attended a Public School Prior to Enrolling in a Boarding School	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
141	81.9	8	4.7	23	13.4	142	82.6

Age: The date of birth was recorded for each student and then their age, in years and months, was computed as of June 1976. This procedure was used so that the age-grade level of the students could be determined as of the end of the 1975-76 school year.

Assuming that a child may enter the first grade at the age of six (in most places if he/she is six by December 31 of that year), then a student at the end of the ninth grade may be expected to be approximately 15 years of age, plus or minus six month (14 years 6 months to 15 years 6 months). Applying this concept, it was found that 94 (54.7%) of the students at FSIS were over-age grade level. There were no students below age-grade level and 78 (45.3%) at age-grade level.

TABLE V

Number and Percent of Students Below, at, or Over Age-Grade Level by Grade

Grade	Below Age-Grade Level		At Age-Grade Level		Over Age-Grade Level	
	Number	Percent	Number	Percent	Number	Percent
9	0	0	18	54.5	15	45.5
10	0	0	13	27.7	34	72.3
11	0	0	22	48.9	23	51.1
12	0	0	25	53.2	22	46.8
TOTAL:	0	0	78	45.3	94	54.7

Table VI indicates the range of ages over age-grade level and the average amount over age-grade level by grade. This will be considered further in the Discussion and Interpretation section of this paper.

TABLE VI

Range and Mean Months Over Age-Grade Level by Grade

Grade	Range of Over Age-Grade Level	Mean Months Over Age-Grade Level
9	1 Month - 2 years 10 months	11.31
10	1 month - 2 years 8 months	10.80
11*	1 month - 4 years 9 months	10.11
12**	1 month - 5 years 3 months	11.94

*Deleting the 4 years 9 months student: Range = 1 month - 1 year 9 months $\bar{x}$ = 7.93 months

**Deleting the 5 years 3 months student: Range = 1 month - 1 year 8 months $\bar{x}$ = 9.50 months

DISCUSSION AND INTERPRETATION

Sex Distribution: The data observed in the sex distribution information does not appear to deviate too startlingly from what would normally be expected. The only distribution that appears to be approaching an unexpected distribution is at the ninth grade level. This may be a situational factor that will be resolved, or it may indicate a trend that has or is occurring. If this data should be indicative of a trend, then it would certainly be worth watching to be certain that it does not create problems for the school by straining either the facilities or the program.

State of Residence: If the distribution observed in this study (70.9% from Oklahoma and 29.1% from other states) is typical of previous and future years, it does create some problem for FSIS. This distribution provides a diversity of tribal and cultural influences making it extremely difficult to develop a program (social and academic) that is culturally relevant to all students. Granted, there are going to be communalities throughout the different tribes, but there may also be some major differences in cultural beliefs, attitudes, and values.

Another problem created by this wide distribution of diverse home community is the distance students must travel to and from home to school. In many cases, tremendous costs must be incurred by the parents, Agency, or school to transport students to and from home at the beginning and end of school, during vacations, and for emergencies.

Remembering the family structure data, more than 50 percent of the students are from broken homes. However, no matter how bad the situation is at home, students still want to go there. No being allowed to go home at regular intervals contributes to what may be called restlessness and further causes more problems. In order to keep the remaining students involved and interested during vacations, the program must be even more diversified and appealing. How can this be done when the students want to be home, instead of at school?

Family Structure: It has long been believed that children from broken homes have more problems than children who live with both parents. Looking at the data from this study, 53.5% of the students at FSIS are from broken homes. Not only do the students enter school with problems, but the broken home concept makes it even more difficult for the school to involve parents in the resolution of these problems. When a student gets into trouble, how do you contact his/her parents for assistance in resolving these problems? What about emergencies? The responsibility placed upon the school to function as a "parent surrogate" may permit only a small amount of time and energy to be devoted to the development and implementation of programs to help the child. If the "parent surrogate" role is not fulfilled, to whom does the child turn for support?

The above discussion does not even approach the problem of the psychologically broken home. Even if one can reach the parents, what good does it do in the resolution of students' problems if there is no real concern for the child on the part of the parents. In general, it may be stated that the above discussion relating to the broken home may be compounded even more by the psychologically broken home concept.

School Previously Attended: According to 62 IAM 2.5.2, the Indian Affairs Manual, a student must have some kind of problem (academic or social) before he is eligible for enrollment in a boarding school. Combining this with previous information that 82.6 percent of all the students at FSIS had attended a non-BIA school immediately before enrolling in boarding school, then a boarding school does not have the opportunity of assisting the majority of the students until he is at least 14½ years old. By this time, many behavioral patterns are firmly established and difficult to change. How can a school be held responsible for a child's past behavior when he comes to that school with problems. There must be a heavy concentration of effort orientated toward problem resolution. The residential school program cannot legitimately be compared to a day or public school situation. A public school is able to send a child home when he misbehaves, or they can call the parents to come pick up their child at school. These options are not available to the boarding school because the child must be provided for, 24 hours a day, seven days a week. If the child's behavior becomes too difficult, the parent may not be able to, or even want to travel the distance to the school to pick up the child. Even though most schools do have parents available to them and who the schools may hold responsible for the child's behavior, the Bureau of Indian Affairs residential schools do not. This lack of parental recourse and the residential school criteria for admission combine to create a monumental task of helping these children. That is the challenge of Bureau of Indian Affairs boarding schools.

Age-Grade Level and Relation to Other Variables: Another variable that is very important to the development and implementation of programs at FSIS is the age-grade level of the students. When 54.7 percent of the students are over age-grade level, 82.6 percent have problems developed at other schools, 53.5 percent come from broken homes, and 29.1 percent come from tribes that may be located hundreds of miles away, obviously highly specialized programs are necessary to provide assistance to these students.

Looking back at Table VI, it may be observed that (except for one student at the eleventh and one student at the twelfth grades) there is nearly a progressive regression in over age level from the ninth through the twelfth grade levels. Why is this happening? One explanation might be that the students are "catching up." However, this writer feels that this explanation is doubtful. While inspecting the folders, no record was found of double promotions taking place which would have to occur for the students to "catch up." The most likely explanation for the change from the ninth to the twelfth grade is that those students who are over age-grade level have the greatest tendency to drop out of school. What happens to these students? It is unlikely that they return to public school since 82.6 percent of them came from a public school with such problems that they could no longer get along there. The answer to what happens to these students must be answered, as it is very likely that they are returning to the home community without even a high school education. It is also unlikely that they have been in the boarding school program long enough to have resolved the problems that caused their attendance at a boarding school initially. Therefore, they return to the community with many, if not all the same problems they left with, tending to perpetuate the student characteristics at boarding schools.

RECOMMENDATIONS

The primary recommendations this writer can make from the above material are:

(1) Continue and expand in-depth analysis of the students to further determine their characteristics. This should include attitudinal, emotional, academic, family, cultural, and environmental characteristics that might influence the child's behavior. The objective of this process would be to develop predictive procedures to identify the problem child as early as possible so that immediate steps may be taken to develop a total program to meet his/her needs for problem resolution.

(2) Provide a total effort with funding and facilities to help the boarding school alter the total behavior of the child. If the school is getting this total support, then they may be held responsible for the behavior of the child after they have had an opportunity to alter this behavior.

(3) Do not blame the boarding school for the behavior of the students (both academic and social) when they enter.

1. Student Code _____ 2. Age (years & months) _____ 3. Grade _____

4. Sex M F 5. State of Residence Oklahoma Other

6. Degree of Indian Blood

3/4 - 4/4	1/2 - 3/4	1/4 - 1/2	Less than 1/4
_____	_____	_____	_____

7. Family Structure
   a. Are Both Parents Living yes no

   b. Is the Child Living with Both Parents yes no

   c. Is the Child Living with Only One Parent yes no

   d. Is the Child Living with Other Relatives or Friends yes no

8. Where were the First 8 years of School Completed?

   a. Public School b. BIA School c. Combination Public & BIA

9. Last School Attended a. Public b. BIA

10. School Behavior (Number in Each Category)

a.	b	c.	d.	e.
_____	_____	_____	_____	_____
AWOL	Drinking	Cutting Classes	Refusing to do Detail	Use of Drugs

11. Criminal or Juvenile Record yes no

CHILOCCO - STUDENT CHARACTERISTICS

The purpose of this study was to gather some information concerning background characteristics of students at Chilocco Indian School. This study was intended to be comparable to a previous study completed at Riverside Indian School (see IERC Research and Evaluation Report Series No. 19.01) and a subsequent study at Fort Sill Indian School. All three of these reports were intended to assist the Anadarko Area in developing a total educational program for all schools within that Area.

In order to gather the material, a form was developed which, when completed, would provide information similar to the information gathered at Riverside Indian School (see attached). The majority of the needed information could be gathered from the folders of each student. Therefore, the folders were inspected for all students who had completed the 1975-76 school year and were expected to return for 1976-77, all seniors who graduated at the end of 1975-76, and all other students for whom pre- and post-test data was available in reading and/or math. Pre- and post-test data was also gathered on all students for whom it was available. In order to protect the rights and privacy of each student, a code number was assigned to each student with the only list coordinating student names with numbers maintained by the school registrar. There was a total of 206 folders reviewed.

RESULTS

Sex Distribution: At the ninth, tenth, and eleventh grades, the sex distribution appeared to be what would normally be expected (48.5%, 45.5%, and 53.9% females respectively). However, at the twelfth grade level there was a marked deviation from this distribution. Only 39.7% of these seniors were females.

TABLE I
Number and Percent of Sex Distribution of Students by Grade Level

Grade	Total Number	Females		Males	
		Number	Percent	Number	Percent
9	68	33	48.5	35	51.5
10	44	20	45.5	24	54.5
11	26	14	53.9	12	46.1
12	68	27	39.7	41	60.3

State of Residence: The state of residence was recorded for each student. A total of 108 students (52.4%) lived in Oklahoma, the majority of which are presumably members of Oklahoma tribes. This leaves 98 of the 206 students from other states ranging from New York to Washington state. If this distribution is typical of previous and future years, then nearly 50% of the Chilocco students come from an extremely wide variety of tribes.

Family Structure: A commonly accepted variable that is said to create attitudinal and behavioral problems is the broken home concept. Only 27 (39.7%) of the 68 ninth grade students were living with both parents. Another 35 (51.5%) lived with one parent, while 6 (8.8%) lived with other relatives or friends. At the

tenth grade level, 18 (40.9%) of the 44 students were living with both parents. Another 24 (54.5%) lived with one parent while 2 (4.5%) lived with other relatives or friends. There is a slightly different situation existing at the eleventh grade level where 16 of 26 (61.5%) students were living with both parents. Of the other 10 students, 5 (19.2%) lived with one parent and the other 5 (19.2%) lived with other relatives or friends. At the twelfth grade level, 35 of 68 (51.5%) lived with both parents, 25 (36.8%) were living with only one parent while 8 (11.7%) lived with other relatives or friends.

TABLE II
Total Number of Students Living With Both Parents,
One Parent, and Other Friends or Relatives by Grade Level

Grade	Total	Living With Both Parents	Living With One Parent	Living With Others
9	68	27 (39.7%)	35 (51.5%)	6 (8.8%)
10	44	18 (40.9%)	24 (54.5%)	2 (4.5%)
11	26	16 (61.5%)	5 (19.2%)	5 (19.2%)
12	68	35 (51.5%)	25 (36.8%)	8 (11.7%)
Total	206	96 (46.6%)	89 (43.2%)	21 (10.2%)

Type of School Previously Attended: When a student enters a boarding school, what type of school does he come from? The data gathered in this study indicates they come primarily from other than BIA schools. At the ninth grade level, 50 (73.5%) of the students spent the first eight years of school in a non-BIA school. At the tenth grade, there were 36 (81.8%), 22 (84.6%) at the eleventh, and 53 (77.9%) spending their first eight years in a public, private or religious school. (Also, of all the students included in this survey, 177 of them (85.9%) attended a non-BIA school just prior to enrolling at Chilocco.

TABLE III
Types of School Attended for Completion of Grades K-8 and
Type of Last School Attended
Prior to Enrolling in Chilocco Boarding School

Completed Grades K-8 in a Public School Only		Completed Grades K-8 in a BIA School Only		Completed Grades K-8 in a Combination of Public & BIA Schools		Attended a Public School Immediately Prior to Enrolling in a Boarding School	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
161	78.2	8	3.9	37	17.9	177	85.9

Age: Another variable considered in this study was the age of the child. The date of birth for each child was recorded and then their age was computed as of June 1976. This procedure was used so that the age-grade level of the students could be determined as of the end of the 1975-76 school year. The results were not unexpected in view of the admission criteria, but certainly shed some light on the problem faced by Chilocco Indian School.

Assuming that a child may enter the first grade at the age of six (in most places if he/she is six by December 31 of that year), then a student at the end of the ninth grade may be expected to be approximately 15 years of age plus or minus six months (14 years 6 months to 15 years 6 months). Applying this concept, it was found that 129 (62.6%) of the students at Chilocco Indian School were over age-grade level.

TABLE IV

Number and Percent of Students Below, At, Or Over Age-Grade Level by Grade

Grade	Below Age-Grade Level		At Age-Grade Level		Over Age-Grade Level	
	Number	Percent	Number	Percent	Number	Percent
9	1	1.5%	15	22.0%	52	76.5%
10	1	2.3%	12	27.3%	31	70.5%
11	0	0%	14	53.8%	12	46.2%
12	2	2.9%	32	47.1%	34	50.0%
Total	4	1.9%	73	35.4%	129	62.6%

DISCUSSION AND INTERPRETATION

Sex Distribution: If this preponderance of males in the twelfth grade program is typical of previous senior groups and what could normally be expected of future senior groups, it could have an impact on the design and implementation of programs at Chilocco. Too large a preponderance of males at the school could strain the capacity of both the facilities and the program to adequately provide for the needs of the students. This 20.6% difference between the numbers of males and females may only be a situation factor present in the 1975-76 school year. However, if it persists, then certain questions need to be asked, such as: Why does this large difference exist only at the twelfth grade level: What happens to the female students prior to the twelfth grade? Where do these girls go? Do they get married or go to work? Do they get the situations resolved that resulted in them being at a boarding school and are able to return to the home community?

State of Residence: Not only does the diverse tribal and cultural influences create a potential problem, but so does the sometimes great distances students must travel to and from school. In many cases, tremendous costs must be incurred by the parents, the Agency, or the school to transport these students to and from home at the beginning and end of school, during vacations, and for emergencies. In many cases, students do not have the opportunity to go home for weekend visits. Additionally, an extra burden could be placed on the school by having many students on campus during vacations. At the same time staff would like to be off duty, many must remain on duty to provide facilities and programs for these remaining students, possibly creating hostile attitudes toward the students. Regardless of how bad the situation is at home, it is still home and most students still like to go there. Not being allowed to go home at regular intervals contributes to what may be called restlessness and contributes to further problems. Another

question relating to this diversity of tribal representation is: How do you develop a program (academic and social) that is culturally relevant to students from this many different tribes. Granted there will be communalities throughout, but there may also be some major differences in cultural beliefs, attitudes, and values, thereby creating greater conflict.

Family Structure: From the previously presented material, it may be seen that a relatively large proportion of the students at Chilocco (110 of 206 for 53.4%) do not live with both parents. This information does not even approach the problem of psychologically broken homes. How many of those homes that are listed as physically together are actually broken?

The above results and questions are not unexpected when you refer to 62 IAM which lists the criteria for admission to a Bureau of Indian Affairs boarding school. Of the seven criteria, it is a rare exception when a child meets one or more of the educational criteria without meeting at least one of the social criteria. Why do these children meet the social criteria? The psychologically or physically broken home may be one contributing variable.

What other problems does the broken home phenomenon create for the school? When a child gets into trouble, who is the school to contact? Parents who are not there? Combine this concept of "broken homes" with the previous discussion of the diversity of states from which Chilocco students come. In many cases, it may take even days to just contact the parents by phone to inform them of the problem with a child, and it may be virtually impossible to contact the parents directly. Also, in the cases of the psychologically broken homes, what benefit will it be to the child to contact the home when there is no perceived concern by the parent for the child?

All of the above information places a tremendous responsibility upon the school for the safety and well-being of the students. So much time and energy may be spent on "being a parent surrogate" that little is left for the development and implementation of programs oriented toward the education of students and the resolution of problems the students have when they enter boarding school.

Type of School Previously Attended: The observed information is not unexpected when you consider the enrollment criteria for boarding schools. However, the boarding school should not be charged with the responsibility for the behavior of the child when he comes to a boarding school with this behavior. When a child comes to a boarding school at the ninth, tenth, eleventh, or twelfth grade levels with problems (which he must have to get in) then it takes an intensively concentrated program to try to alter this behavior whether it is academic or social. Who is there to help the school when half or more of the children come from physically or psychologically broken homes and/or from states that may be hundreds of miles away? A public school is able to send a child home when he misbehaves, or call the parents and tell them to come and get the child. This option is not available to the boarding school because the child must be provided for 24 hours a day, seven days a week. If the child's behavior gets too difficult, the parents may not be able to, or even want to travel the distance to the school to pick up the child.

Age in Relation to Other Variables: Again, the observed results are not unexpected in view of the admission criteria. However, the results certainly reflect some of the problems with which the school is faced when the child first enters school.

Analyzing Table IV a little further, the hint of an additional phenomenon may be observed. Notice the percentage of over age-grade level students at the twelfth grade and the near progression of change to the ninth grade level (50% to 76.5%). This change sent the writer back to the original data for further analysis Table V indicates a phenomenon that must be explained.

TABLE V
Mean Years and Months Over Age-Grade Level by Grade

Grade	Years and Months Over Age-Grade Level
9	1 year 2.88 months
10	1 year 1.68 months
11	11.57 months
12	9.63 months

On the average, the twelfth grade students are 5.25 months nearer to age-grade level than are the ninth grade students. Remember, 85.9% of these students came to Chilocco from a non-BIA school. What has happened to cause this change from the ninth to the twelfth grades? The answer to this question is not unequivically explained in the data gathered. However, there are some possible interpretations or speculations that may be made.

Earlier in this paper, the question was raised as to why was there a 20.6% difference between the number of males and females at the twelfth grade level. Logic would lead us to believe that students over age-grade level would drop out of school before completion. Here is an explanation to the phenomenon observable in Table IV and an explanation to the male-female difference observed at the twelfth grade. Assuming that a student one or more years over age-grade level is doing poorly in school and would be likely to drop out than these girls are dropping out of school and getting married or whatever. Not True. Of the 26 students at the ninth grade level who are one year or more over age-grade level, 18 (69.2%) were males (females = 8 or 30.8%). At the twelfth grade level, of the 13 students one or more years over age-grade level 7 (53.8%) were males (females = 6 or 46.2%) showing a reversal of the trend observable in Table V. Therefore, it may be tentatively stated that the over age-grade males are the ones more likely to drop out of school than are the females.

Another explanation to Table V might be that the students are "catching up" by improving their academic performance and being double promoted. Going back to the original data again, this writer found that not a single student (for whom test scores were available), in the twelfth grade who was one or more years over age-grade level, was performing at the twelfth grade level at the beginning of the school year. Additionally, this writer did not find any record in the cumulative folders reflecting a double promotion process. Therefore, it seems unlikely that "catching up" is the explanation to Table V.

What appears to this writer to be the most likely explanation is that these students (even more boys than girls) are dropping out of boarding school. It is unlikely that many of these students are returning to public school since they came to the boarding school from a non-BIA school, probably because of problems. Therefore, the "drop-out" concept still remains dominant. However, it seems manditory that the exact explanation be found through follow-up studies to

determine exactly what is happening to these students. If, through further study, these students are dropping out of school, then this should mandate that special programs be developed to assist these students and give them a reasonable education whatever the cost.

Another fact relating to the age-grade concept is also reflected in the individual data. Of the four (4) students who were below age-grade level, all were from broken homes through the death of one or more parents. The numbers are few, so trends or generalizations should be stated very cautiously, but this at least suggests that the psychologically broken home concept should be evaluated very thoroughly to determine its impact on the child.

This entire paper is predicated on the assumption that the trends observed in the data collected are consistent over time. It is possible (though in this writer's opinion improbable) that the data reflect a situation that is unique and will never occur again. However, this writer's experience (six years as a psychometrist, psychologist, and then a program manager) with boarding schools suggest that the phenomenon observed in this data may be observed in many, if not most boarding schools.

RECOMMENDATIONS

The primary recommendations this writer can make from the above material are:

1. Continue and expand in-depth analyses of the students to determine their characteristics. This should include attitudinal, emotional, academic, familial, cultural, and environmental characteristics that might influence the child's behavior. The objective of this process would be to develop predictive procedures to identify the problem child as early as possible so that immediate steps may be taken to develop a total program to meet his/her needs for problem resolution.

2. Provide a total effort with funding and facilities to help the boarding school alter the total behavior of the child. If the school is getting this total support, then they may be held responsible for the behavior of the child.

3. Don't blame the boarding school for the behavior of students (both academic and social) when they enter boarding school, and give the school time for the total program to work.

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